

Bishop Bridgeman CofE Primary School

Inspection report

Unique Reference Number	105216
Local authority	Bolton
Inspection number	377202
Inspection dates	8–9 February 2012
Lead inspector	Sharona Semlali

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	405
Appropriate authority	The governing body
Chair	Matt Thompson
Headteacher	Jill Pilling
Date of previous school inspection	11 October 2006
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Introduction

Inspection team

Sharona Semlali
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Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 20 lessons taught by 15 teachers. Meetings were held with members of the leadership team, curriculum leaders, groups of pupils, members of the governing body and staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at information about pupils' performance and progress, the school's development plans, minutes of the governing body meetings and documents detailing how pupils are kept safe. In addition, questionnaires from 253 parents and carers, 48 staff and 97 pupils were analysed.

Information about the school

Bishop Bridgeman is a larger than average-size primary school. The proportion of pupils from minority ethnic backgrounds is high, as is the proportion who speak English as an additional language. An above average proportion of pupils join the school at times other than is usual. Many of these pupils arrive directly from abroad from, for example Eastern Europe and Somali. The proportion of pupils known to be eligible for free school meals is above average. The proportion of disabled pupils and those with special educational needs is high. The school meets the current floor standard. The school has a number of awards including the Leading Parent Partnership award and the National Church School award.

The school has recently had a major rebuild that started in July 2009 and completed in November 2011. There have been changes in the leadership and staffing since the previous inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	1

Key Findings

- This is a good school. Since the previous inspection the ambitious drive, determination and outstanding leadership of the headteacher and senior team have successfully implemented many significant improvements. These have contributed to the year-on-year improvements to pupil outcomes and to the high regard with which parents and carers view the school.
- Children in the Early Years Foundation Stage achieve outstandingly well, as do the many pupils who join the school and are at an early stage of learning English. Across the school pupils make good progress from their given starting points and attainment is improving every year so that it is now broadly average by the end of Year 6. However, pupils make better progress in their reading and mathematics than they do in their writing. Disabled pupils and those with special educational needs also make good progress.
- Teaching is mainly good with some being outstanding and generally lessons move on at a brisk pace. However, in a small minority of lessons the pace of learning is satisfactory. In literacy, the teachers rigorously mark the pupils' work and successfully get them to self-assess their progress, but this excellent practice is not yet fully transferred into other subjects. Also, the effective writing strategies that are helping to close the gaps for Key Stage 2 pupils are being introduced into Key Stage 1, but are not yet fully embedded.
- The school's highly effective promotion of pupils' spiritual, moral, social and cultural development has helped to create a special warm, harmonious and cohesive community where pupils love to learn. Pupils say, 'I like this school because it is a multi-faith school.' The outstanding curriculum provides memorable experiences, which act as a stimulus for writing especially in Key Stage 2 and also enables the pupils to learn about the world beyond their immediate experiences.
- Pupils' outstanding behaviour and attitudes have a very positive impact on their learning. Their attendance has improved greatly and is now high and this has

helped in raising pupils' achievement. One parent/carer, typifying the views of many, reported, 'My children want to come to school even when they're ill.'

What does the school need to do to improve further?

- Increase the proportion of good and outstanding teaching, so as to raise attainment further by:
 - embedding the effective strategies for writing seen in Key Stage 2 into Key Stage 1
 - extending the exemplary marking in English work into other subjects
 - ensuring all lessons move on at a good pace.

Main Report

Achievement of pupils

Children join the Early Years Foundation Stage with skills and knowledge well below those that are typical for their age. Due to the significant improvements in both provision and the quality of teaching, children's achievement has improved year-on-year; as a result, children are now entering Year 1 much closer to their age-related expectations. This represents excellent progress in the Early Years Foundation Stage. This was seen in a lesson where children were learning to develop their vocabulary of movement by looking at how a snake moves and through encouraging one group to move to music.

Thereafter, the pace of pupils' learning and progress is good overall and for some it is outstanding; however, there is a slight variation in a small number of lessons. Pupils' achievement in lessons in Key Stage 1 and Key Stage 2 is good. Good use is made of resources to build on the pupils' mathematical understanding. This was seen in a Year 2 class where pupils used circles and dots to develop a clearer understanding of how to solve multiplication problems. In a Year 4 lesson based in the computer suite, stimulating and informative visual displays and verbal repetition helped pupils to understand complex directional language such as 'move two steps left at 180 degrees'. Pupils' attainment in reading at the end of Key Stage 1 is average. Attainment in reading, writing and mathematics at the end of Key Stage 2 is also average. Pupils who do not speak or understand the English language when they newly arrive into the school make outstanding progress. This is because the school's excellent induction procedures enable them to settle and participate in the routines very quickly.

Disabled pupils and those with special educational needs also make good progress. The school quickly identifies their needs and interventions are put into place by well-trained teaching assistants. Pupils and their parents and carers are fully involved in reviewing the targets at frequent intervals through the 'assertive mentoring programme.' In class, teaching assistants skilfully support these pupils by ensuring that they are able to fully access the curriculum.

Almost all parents and carers are satisfied with the progress their children make and are appreciative of the efforts the school makes to involve them. The inspection evidence endorses the parents' and carers' positive views.

Quality of teaching

The views of parents, carers and pupils, which are endorsed by the inspection, are that the quality of teaching is good. In the most effective lessons teachers make exceptional use of asking pupils to self-assess their knowledge of a topic before it is taught and then at the end. This helps the pupils to have a very clear understanding about what they have learnt. Also, teachers use practical everyday resources to explain difficult concepts. This was seen in a Year 6 class where pupils were taught the concepts of ratio and proportion using coloured sweets and the teacher used the interactive whiteboard to clarify any misunderstandings by the pupils. They were highly motivated and enthusiastic throughout the whole session, due to the challenging pace of the lesson. In another effective lesson in Year 3, the teacher's subject knowledge led to a brisk start that effectively developed the pupils' logical thinking skills. The explanation about perimeter and area was clear with follow-up activities that were practical and interesting, giving pupils a chance to work collaboratively.

On occasion, when the teaching is satisfactory, the pace slows, particularly when the introduction is too long and there is less time for pupils to work independently. Also on occasions, some pupils who finish their work wait patiently while others catch up. Where lessons were observed that were good and outstanding, challenge was evident for pupils with a range of learning styles and lessons were tailored to meet the needs of those pupils whose circumstances may make them vulnerable.

Some exemplary practice in pupils' literacy books shows how effectively they self-assess their work against their targets and learning objectives, using different coloured pens according to their satisfaction with their understanding. Teachers use detailed 'closing the gap' marking so that pupils know how to reach their literacy target. However, this is not replicated across into their topic books in which they write about other subjects. Furthermore, only pupils in Key Stage 2 have an 'assertive mentoring' file. Pupils from Years 2 to Year 6 diligently fill in the checklists and use these to good effect to improve their work. Pupils are very proud of these books. Leaders have rightly identified the need to embed such practice into Key Stage 1.

Lessons often stimulate pupils' excitement and curiosity, promoting their spiritual, moral, social and cultural development very effectively. This was seen in a Year 6 lesson where pupils had to use metaphors to describe vegetables and tropical fruits such as bitter melon and lychee which some of the pupils had never seen before.

Behaviour and safety of pupils

Almost all of the pupils, parents and carers feel that there is at least a good standard of behaviour. The inspection judgement is that behaviour is typically outstanding over time. Pupils report that behaviour is outstanding and that there is no bullying. A very few parents and carers mentioned incidents of bullying, but these are

exceptionally rare. Pupils feel safe and strongly feel that, if they have a concern, they can approach the adults in school. Pupils sensibly manage their own behaviour in going up and down the stairs in the new building. They show high levels of respect towards each other and to other adults and are very polite and friendly. Pupils respond well to praise. This is shared during weekly celebration assemblies on Fridays.

Pupils show positive attitudes towards their learning and work extremely well together. They actively help to keep their learning environment safe by taking on different responsibilities such as playground buddies, prefects and becoming eco-warriors. The school council helped to make suggestions towards the rebuilding of the school. Pupils have a thorough and deep understanding of how to keep themselves safe, including when using the internet.

The school is meticulous in working with external agencies such as the home nursing team and the educational psychologist when pupils and families find themselves in vulnerable circumstances. The Leading Parent Partnership award confirms its excellent work and relationships with families. Pupils' attendance has significantly improved since the previous inspection and is now high.

Leadership and management

The school's vision and core values of 'faith, hope, love, trust, honesty, friendship and forgiveness' are central to its whole ethos, with pupils playing a major part. The headteacher, senior team and governors were relentless in ensuring that the period of disruption and upheaval caused by a major rebuild and also changes to the leadership team and staffing did not affect pupils' achievement. They are clear about the school's strengths and know what needs to be done to make further improvements. Improvements to the Early Years Foundation Stage, attendance and working to engage parents and carers has significantly contributed to improving pupil outcomes. Leaders have developed a rigorous cycle of monitoring, this together with the experienced middle leadership team, and continuing improvements, demonstrate the school's excellent capacity for continuing to improve. Documentation is highly organised and impressive, with detailed information that evidences the self-evaluation process which is accurate. This is a place where all staff are fully involved in the life of the school. Also, there is detailed tracking and analysis of pupils' progress. The excellent governing body is fully involved in the process, providing challenge but yet supportive.

Excellent attention is given to pupils' safety by leaders and managers at all levels ensuring the highest safety and well-being for the pupils. Safeguarding procedures fully meet statutory requirements.

The school is highly effective in promoting the pupils' spiritual, moral, social and cultural development. Pupils are given excellent opportunities to reflect during assemblies and throughout the day and there is an allocated 'chill out' room for them to use, if required. The school was awarded the National Church School award in recognition of this work. The curriculum is outstanding because it provides pupils with experiences beyond their immediate environment. Pupils have lots of

opportunities to learn about each other's cultures, religions, and ethnic and cultural backgrounds.

Pupils know that racist behaviour and harassment are not tolerated in any form. The school is constantly promoting equal opportunities, particularly in the way it is successfully closing the gaps between the different groups of pupils. Another example is the way it raises the achievement of pupils from their well–below average starting points to national average standards.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	How well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 February 2012

Dear Pupils

Inspection of Bishop Bridgeman CofE Primary School, Bolton, BL3 6PY

Thank you for helping the team to feel welcome in your school and for contributing to the inspection by talking to us and answering our questions. I am writing to tell you about what we found out. You go to a good school.

These are some of the aspects that we particularly liked about your school. The headteacher and other leaders continually look to see how you can achieve your best and were determined that the major rebuilding of your school would not affect your learning. Children in the Early Years Foundation Stage make excellent progress and so do those pupils who are learning to speak English. Most teaching is good. The way the school promotes your spiritual, moral, social and cultural development is excellent and, as a result of this, your school were winners of the National Church School award which some of you went to London to collect. Your behaviour and your attitudes towards learning are outstanding. Your attendance is high, which is a major improvement on what it used to be. The school helps to develop your experiences and understanding about the world by taking you out on lots of visits and bringing visitors in to come and talk to you. Your response to your questionnaires told us that you agree with all of our findings.

To make your school even better we have asked your headteacher and other leaders to help you to achieve further especially in your writing. This can be done by ensuring more teaching is outstanding and making sure that you are thinking extra hard in all of your lessons. We have also asked them to teach the younger pupils how to improve their writing. Also, we have asked them to remind you to use those literacy targets in all of your subjects so that you are able to assess your progress in these lessons too. You can help by continuing to work hard and remembering to use those literacy targets in all of your work.

Yours sincerely

Sharona Semlali
Lead inspector

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